



March 4, 2024

Dear Superintendent Rambler:

Thank you for submitting the Sandusky City Schools Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- This plan demonstrates a strong commitment to changing practices to align to the science of reading.
- This plan includes a solid professional development component that leverages the expertise of coaches to support adult implementation.
- This plan has clear goals for improving students' literacy outcomes that includes starting with prekindergarten.


This plan will benefit from:

- This plan could benefit from further details on strategies to use when students are not making expected progress.
- This plan could benefit from additional focus on how the district is addressing culturally responsive practices.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Sandusky City Schools revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Sandusky City Schools

DISTRICT IRN: 044743

DISTRICT ADDRESS: 407 Decatur St. Sandusky, Ohio 44870

PLAN COMPLETION DATE: December 31, 2023

**LEAD WRITERS: Chris Norwell-Fischer, Terren Paine, Heather Heck, Amanda Lizzi-Fry, Robin Meyers,
Dawn Poggiali**

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Mrs. Chris Norwell-Fischer	Director of Reading & Curriculum	Sandusky City Schools	cfischer@scsbluestreaks.net
Mrs. Dawn Poggiali	District Reading Coach	Sandusky City Schools	depoggiali@scsbluestreaks.net
Mrs. Terren Paine	Title Content Area Specialist	Sandusky City Schools	tpaine@scsbluestreaks.net
Ms. Heather Heck	Title Content Area Specialist	Sandusky City Schools	heck@scsbluestreaks.net
Mrs. Jeanne Scott	Title Content Area Specialist	Sandusky City Schools	jscott@scsbluestreaks.net
Mrs. Robin Meyers	Title Content Area Specialist	Sandusky City Schools	rmeyers@scsbluestreaks.net
Mrs. Amanda Lizzi-Fry	Title Content Area Specialist	Sandusky City Schools	alizzi-fry@scsbluestreaks.net
Mrs. Jen Sartor	Parent Advocate	Sandusky City Schools	jsartor@scsbluestreaks.net
Mrs. Megan Burch	First Grade Teacher	Sandusky City Schools	mburch@scsbluestreaks.net
Mrs. Kelly Ballah	Second Grade Teacher	Sandusky City Schools	kballah@scsbluestreaks.net
Mrs. Julianna Graffin	Fifth Grade Teacher	Sandusky City Schools	jgraffin@scsbluestreaks.net
Mrs. Marseille Lofties	Sixth Grade Teacher	Sandusky City Schools	mlofties@scsbluestreaks.net
Mrs. Alyssa Koelsch	Fourth Grade Teacher	Sandusky City Schools	akoelsch@scsbluestreaks.net
Mrs. Elizabeth Collins	Sixth Grade Teacher	Sandusky City Schools	ecollins@scsbluestreaks.net
Mrs. Cassi Brunow	Intervention Specialist	Sandusky City Schools	cbrunow@scsbluestreaks.net
Mrs. Heather Loomis	Middle School English Teacher	Sandusky City Schools	hloomis@scsbluestreaks.net
Mrs. Sharise Hall	Middle School English Teacher	Sandusky City Schools	swriston@scsbluestreaks.net
Mrs. Marnie White	Middle School Intervention Specialist	Sandusky City Schools	mwhite@scsbluestreaks.net
Mrs. Jamie Spero	Ninth Grade English Teacher	Sandusky City Schools	jspero@scsbluestreaks.net
Mrs. Beth Werling	High School English Department Chair	Sandusky City Schools	bwerling@scsbluestreaks.net
Mrs. Tina Showalter	Kindergarten Intervention Specialist	Sandusky City Schools	tshowalter@scsbluestreaks.net
Ms. Lisa Fitzhum	Fourth Grade Teacher	Sandusky City Schools	lfitzhum@scsbluestreaks.net

***Section headings marked with an asterisk are required by state law.**

Name	Title/Role	Location	Email
Mrs. Dana Pitcher	Third Grade Teacher	Sandusky City Schools	dpitcher@scsbluestreaks.net
Ms. Sarah Toomey	Third Grade Teacher	Sandusky City Schools	stoomey@scsbluestreaks.net
Ms. Holly Blanton	Second Grade Teacher	Sandusky City Schools	hblanton@scsbluestreaks.net
Dr. Valerie Riedthaler	Preschool Coordinator and Educational Programs and Grants Director	Sandusky City Schools	vriedthaler@scsbluestreaks.net
Dr. Megan Peugeot	Director Student Services and Family Supports	Sandusky City Schools	mpeugeot@scsbluestreaks.net

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

The Sandusky City Schools (SCS) literacy leadership team is composed of members across our Pre K-12 grade bands, which includes elementary, middle, and high school levels. Further, these members represent classroom general education teachers, TCAS (title content area specialists), special education teachers, administrators, a preschool director, and parent representatives. Many are also members of our District Focus Team (DFT). The work of the literacy leadership team and, hence, the work of this RAP, has been identified as literacy priorities specific to Sandusky City Schools through the Decision Framework and Root Cause Analysis. This team meets monthly. The initial meeting reviewed the need for a Literacy Plan, the mandated Reading Achievement Plan, and the Dyslexia mandates.

Monitoring and communication of action steps related to student instruction will occur in all levels of our OIP, so that our goals are shared in a united effort. The RAP will be shared and discussed at monthly Teacher Based Teams (TBTs), monthly Building Focused Teams (BFTs), and quarterly District Focused Teams (DFTs) meetings with staff. Our focused meetings provide ongoing and structured conversations based on our goals and student progress toward achievement of these goals through data analysis. In addition to Standardized Tests including PELI, mClass (Dibels), and NWEA Measure of Academic Progress (MAP), student progress monitoring occurs through our program-embedded measures with the core reading series, UFLI Phonics, and Heggerty. Communication to parents about our Tier 1 instruction occurs in teacher and school-based newsletters on a monthly basis. In addition, monthly district-wide community forums are held in various venues and on social media. Class Dojo, emails, letters, and Google Classroom are used to connect students, teachers, and parents with daily instruction in the classroom communities. Further communication to parents occurs as students receive scaffolded support through the MTSS framework, in Intervention Assistance Team (IAT) meetings, and in the case of gifted students, through Written Education Plans (WEPs).

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

- *Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

The Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of our district. Sandusky City Schools' mission statement is to provide a diverse educational experience where all

***Section headings marked with an asterisk are required by state law.**

students will become respected, productive, and valued members of our community. The goals and outcomes established here are an integral part of SCS’s mission statement and the district and building One Plans.

The district and building One Plans were submitted to the ODEW in the Spring of 2023 as part of the state’s Cohort 3. Recently approved, the One Plans address increased achievement, increased attendance rates and increase of positive behaviors. The district’s focus on the whole child will assist in increasing reading growth and achievement. Under the One Plan goals and action steps, all students will have access to Science of Reading trained instructors and curriculum materials that best enhance reading instruction. Access to high quality materials delivered by highly trained teachers is a right due all students. The district and building One Plan address this goal.

The district One Plan goal directly impacting reading instruction states that 75% of Preschool-12 grade instructors will implement strategies learned in the Science of Reading training in all tiers of instruction. However, for the purpose of this RAP our efforts are focused on Preschool through grade 4.

In the preschool and kindergarten One Plan, staff will provide effective instruction that is standards-based and addresses the shifts in literacy instruction aligned to Ohio’s Plan to Raise Literacy.

In the first and second grade building One Plan, staff will be trained to implement evidence-based instructional strategies aligned to the Science of Reading and Ohio’s Plan to Raise Literacy, using a newly adopted high quality curriculum and evidence-based practices.

In the third through sixth grade building One Plan, staff will develop the understanding of and implement a set of actions that can be taken that reflect the process of teaching and learning, along with recognizing ways in which instruction must respond to the state of the learner.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL *

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio’s State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include sub scores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities**
- **benchmark assessments, as applicable.**

Table 1.1: Overall District Assessment Measures: 2021-2023 Data

District Assessment Benchmark/Proficiency Data												
Grade Level	KRA 2021-2022	KRA 2022-2023	Acadience 2021-2022	Acadience 2022-2023	NWEA Map 2021-2022	NWEA Map 2022-2023	OST 2021-2022	OST 2022-2023	OLEPA 2021-2022	OELPA 2022-2023	Alternate Assess. 2021-2022	Alternative Assess. 2022-2023
Preschool			Ages 3-4; 41% met benchmark Ages 4-5 32% met benchmark	Ages 3-4 39% met benchmark Ages 4-5 41% met benchmark								
Kindergarten	12.1% demonstrate Kindergarten readiness 38.4% approaching 49.5%	13.4% demonstrate Kindergarten readiness 28.4% approaching 58.2%	62% met benchmark	79% met benchmark								

*Section headings marked with an asterisk are required by state law.

	emerging	emerging											
First Grade			44% met benchmark	45% met benchmark	28% proficient	NA *							
Second Grade			44% met benchmark	47% met benchmark	27% proficient	22% proficient							
Third Grade			45% met benchmark	41% met benchmark	30% proficient	27% proficient	39% Proficient	43% Proficient	0% Proficient	0% Proficient	0% Proficient	NA	
Fourth Grade					28% proficient	25% proficient	42% Proficient	40% Proficient	0% Proficient	20% Proficient	50% Proficient	0% Proficient	

*During the 2022-2023 school year, our district chose to not administer the NWEA Map assessment to first grade students. **OLEPA data reflects 9 students therefore has low statistical significance in our district analysis at this time. The AASCD data reflects 8 students.

Table 1.2: 2021 - 2022 Acadience Reading Diagnostics: Percent of students in each benchmark status per skill area.

2021-2022 Acadience Reading Diagnostic Subscale		PSF	NWF-CLS	NWF-WRC	ORF-WC	ORF-ACCU	ORF-RETELL	RETELL - QUALITY	MAZE
Kindergarten	Above	54%	27%						
	At	28%	29%						
	Below	8%	28%						
	Well Below	10%	15%						
Grade 1	Above		28%	29%	28%	28%	48%		
	At		15%	25%	9%	19%	5%		
	Below		11%	17%	12%	11%	47%		
	Well Below		46%	29%	51%	43%	0%		
Grade 2	Above				26%	41%	14%	0%	
	At				15%	10%	26%	74%	
	Below				14%	11%	26%	26%	
	Well Below				45%	38%	34%	0%	
Grade 3	Above				26%	39%	26%	0%	17%
	At				17%	18%	28%	53%	17%
	Below				17%	15%	17%	20%	21%
	Well Below				41%	28%	29%	27%	45%
Grade 4 voluntary assessment only 30 students in the data pull	Above				27%	50%	7%	0%	14%
	At				17%	23%	30%	57%	18%
	Below				30%	10%	23%	23%	41%
	Well Below				27%	17%	40%	20%	27%

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Table 1.3: 2022-2023 Acadience Reading Diagnostics: Percent of students in each benchmark status per skill area.

2022-2023 Acadience Reading Diagnostic Subscale		PSF	NWF-CLS	NWF-WRC	ORF-WC	ORF-ACCU	ORF-RETELL	RETELL-QUALITY	MAZE
Kindergarten	Above	71%	39%						
	At	13%	34%						
	Below	6%	15%						
	Well Below	10%	12%						
Grade 1	Above		29%	31%	28%	32%	61%		
	At		18%	28%	13%	16%	9%		
	Below		14%	18%	11%	11%	29%		
	Well Below		39%	23%	48%	40%	0%		
Grade 2	Above				26%	43%	26%	0%	
	At				17%	9%	21%	72%	
	Below				15%	11%	22%	28%	
	Well Below				57%	38%	31%	0%	
Grade 3	Above				22%	25%	22%	0%	20%
	At				15%	21%	28%	45%	21%
	Below				18%	14%	17%	25%	17%
	Well Below				45%	40%	33%	30%	43%
Grade 4	Above				6%	62%	0%	0%	14%
	At				19%	19%	19%	44%	18%
	Below				25%	12%	31%	19%	41%
	Well Below				50%	6%	50%	38%	27%

Preschool Data Analysis

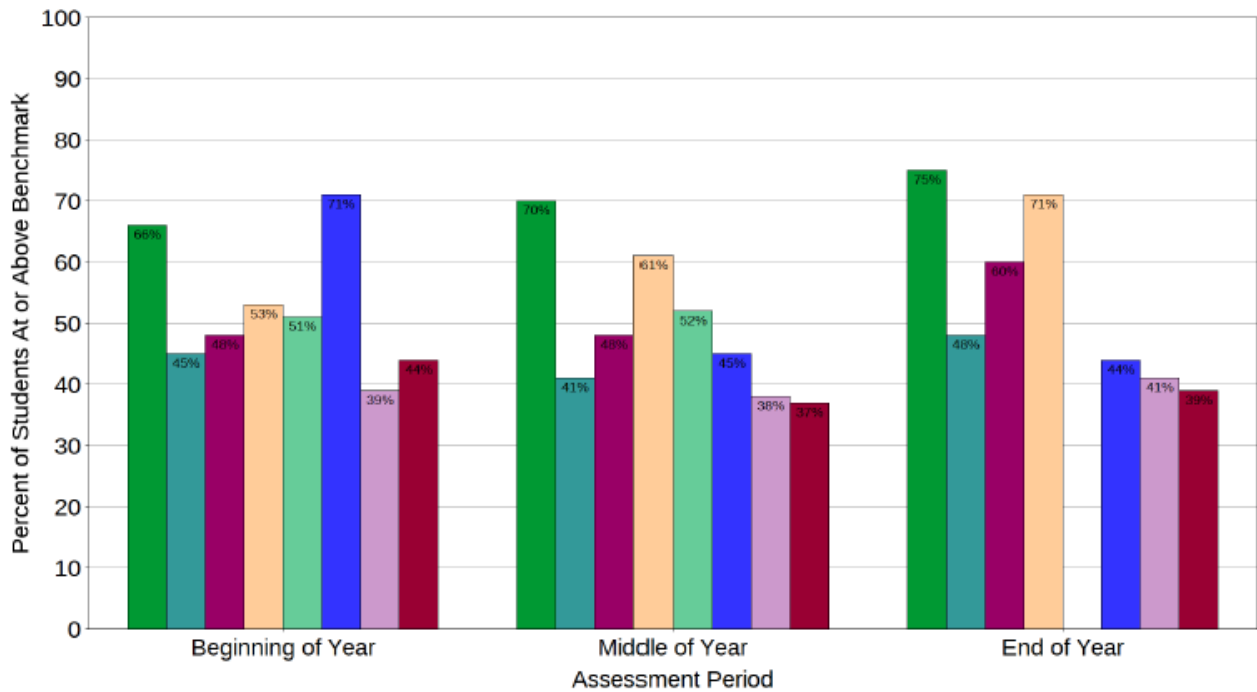
The students in the Preschool classes in Sandusky City Schools have shown a significant amount of growth from the beginning of the year to the end of the year as shown by the PELI Composite scores on the chart below for the four school years from 2015 through 2019. For the school year 2019-2020, Preschool students continued to show growth in their composite scores for the beginning and middle of the school year, but due to schools being closed in the spring of 2020, no composite score was available for the spring of that year. The last three school years do not reflect the growth trend of previous years. The 2020-2021 school year shows a negative growth trend. The growth does start recovering in the 2021-2022 school year and improves in the 2022-2023 school year. However, we have not shown the same amount of growth that was achieved previously. See Acadience PELI data in the following chart for reference.

**Section headings marked with an asterisk are required by state law.*

Multi-Year Percent at Benchmark

PELI

PELI Composite Score



- 2015-2016**
 Beginning of Year: 66% (46 of 70)
 Middle of Year: 70% (48 of 69)
 End of Year: 75% (44 of 59)
- 2016-2017**
 Beginning of Year: 45% (26 of 58)
 Middle of Year: 41% (24 of 58)
 End of Year: 48% (33 of 69)
- 2017-2018**
 Beginning of Year: 48% (30 of 62)
 Middle of Year: 48% (31 of 64)
 End of Year: 60% (43 of 72)
- 2018-2019**
 Beginning of Year: 53% (29 of 55)
 Middle of Year: 61% (34 of 56)
 End of Year: 71% (37 of 52)

- 2019-2020**
 Beginning of Year: 51% (31 of 61)
 Middle of Year: 52% (38 of 73)
 End of Year: 0% (0 of 0)
- 2020-2021**
 Beginning of Year: 71% (30 of 42)
 Middle of Year: 45% (20 of 44)
 End of Year: 44% (20 of 45)
- 2021-2022**
 Beginning of Year: 39% (23 of 59)
 Middle of Year: 38% (24 of 64)
 End of Year: 41% (32 of 78)
- 2022-2023**
 Beginning of Year: 44% (20 of 45)
 Middle of Year: 37% (20 of 54)
 End of Year: 39% (25 of 64)

SCS has tracked the scores of incoming Kindergarten students among those neighborhood schools that housed the preschool units to those neighborhood schools that did not have preschool units onsite. A portion of the students leaving preschool did not attend kindergarten in our district. There was an increase in benchmark scores for those neighborhood schools that housed the preschool units. SCS now has grade band schools in new construction buildings so the data tracking stopped in 2019-2020 but you can see a fairly strong correlation for the benefit of preschool for our students. The preschool has also been addressing stronger phonemic awareness and phonics activities aligned with the Science of Reading.

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Table 2.1: 3 Year Preschool Trend Data (Acadience): this measure demonstrates that neighborhood school buildings that house preschool have higher overall literacy performance scores reflected in their respective Fall Kindergarten benchmark measures. As the district is now in grade band configurations, data has been collected to see the impact of preschool on those students that continued their education in Sandusky in kindergarten. The SCS Preschool program focusing on phonemic awareness and early phonics skills had an impact on the beginning of kindergarten benchmark scores.

3 Year Preschool Trend Data by School					
School	Beginning of Year Acadience Benchmark				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Hancock (Preschool Units)	29%	48%	44%		
Mills (Preschool Units)	40%	41%	41%		
Ontario (No Preschool)	20%	32%	30%		
Osborne (No Preschool)	23%	29%	41%		
Venice (No Preschool)	25%	21%	31%		
SELA (new building in 2020)				29%	31%
SDLC (new building in 2020)				11%	50%
Key (shaded blue)	Highest scores of building data				

Table 2.2: 2022-2023 Fall Preschool student performance data (Acadience): The following chart breaks down the above through well below benchmark score ranges for Acadience beginning of the year measure. 78 students from preschool in 21-22 went to Kindergarten in 22-23. Those students in our preschool program performed better than their peers (and are included in the peer data as well). Comparatively, students who attended SCS preschool before entering SCS kindergarten outperformed students without SCS preschool on district literacy performance measures at the “Above,” “At Benchmark,” and “Well Below.” This demonstrates that SCS preschool students are entering kindergarten with a stronger phonemic awareness base. However, students falling just short of “At Benchmark” in the “Below Benchmark” range tend to show similar patterns of literacy skill level as their peers that did not attend SCS preschool. This one subgroup could be a strategic focus for current and future preschool classes. (Table 2.2)

- SCS Preschool Students vs. Entire K Student Population Benchmark Scores			
Acadience Benchmark	SCS Preschool Performance (entering K)	K Overall Student Performance	Difference
Above (23/78 students)	29%	18%	PS higher for SCS Preschool Students
At Benchmark (11/78 students)	14%	10%	PS higher for SCS Preschool Students
Below Benchmark (18/78 students)	23%	21%	similar
Well Below Benchmark 26/78	33%	50%	PS less need

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Kindergarten Data Analysis

Table 3.1: 2020-2024 Kindergarten Overall Performance Fall to Spring (Acadience)

As demonstrated from Table 3.1, over the last 3 years, about 70% of SCS Kindergarteners come in at the beginning of the year below benchmark. Prior to the 2022-2023 school year, students demonstrated growth despite outdated instructional practices and curriculum tools. With the Science of Reading materials and training, higher levels of achievement are anticipated.

Acadience Beginning of the Year and End of the Year Kindergarten Trend Data			
	Beginning of Year % at Benchmark	End of Year % at Benchmark	Growth %
2023-2024	25%	NA	NA
2022-2023	28%	78%	50%
2021-2022	30%	63%	33%
2020-2021	29%	52%	23%

The report below shows the growth of the reading composite scores for kindergarten students at Sandusky City Schools for the past eight years. The first four years show a large increase in reading growth from the beginning to the middle of the school years, with growth continuing, to a smaller amount, from the middle of the year to the end of the year. The reading composite scores in the past two years have also shown growth from the beginning to the end of the year, but not to the extent of the previous years.

Table 3.2: Kindergarten Readiness Assessment: Although the categories are not fully aligned with the overall Kindergarten Readiness Assessment (Demonstrating Readiness, Approaching Readiness, Emerging Readiness vs. On Track or Not on Track), it is apparent that the Language and Literacy component of the assessment has a higher percentage of students Not on Track than the overall Readiness Assessment (65.7% vs. 49.5% and 73.6% vs. 58.2%). This demonstrates the need for increased Science of Reading training for the instructors and implementation of a strong phonemic awareness and phonics program within the Kindergarten curriculum. SCS will need to continue to monitor the amount of Not on Track students in upcoming years as there was a significant increase in Not on Track students last year. It will be interesting to see if this trend continues as day care and preschool availability county wide is very limited and this could have a direct impact on incoming readiness scores.

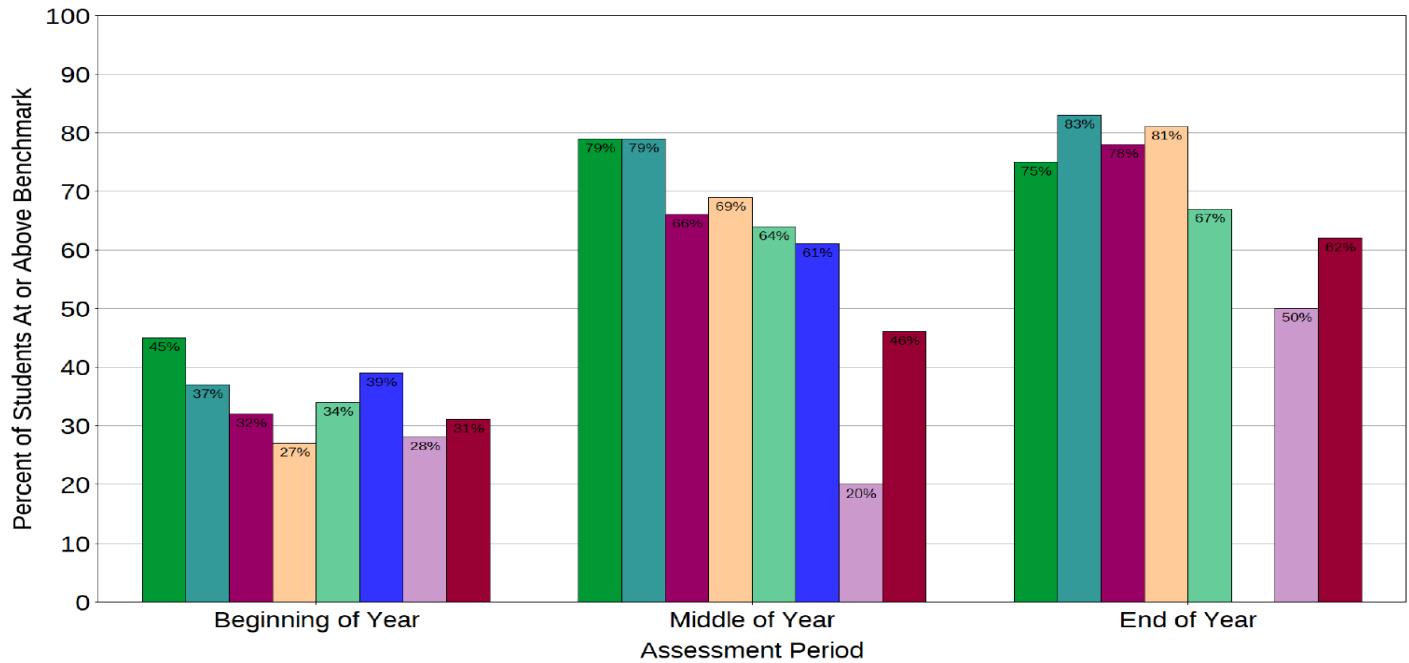
Kindergarten Readiness Assessment	2021-2022	2022-2023
Demonstrating Readiness	12.1%	13.4%
Approaching Readiness	38.4%	28.4%
Emerging Readiness	49.5%	58.2%
Language & Literacy - On Track	34.3%	26.4%
Language & Literacy - Not on Track	65.7%	73.6%

***Section headings marked with an asterisk are required by state law.**

Multi-Year Percent at Benchmark

Acadience Reading

Reading Composite Score



- 2014-2015**
Beginning of Year: 45% (125 of 279)
Middle of Year: 79% (219 of 278)
End of Year: 75% (208 of 279)
- 2015-2016**
Beginning of Year: 37% (106 of 284)
Middle of Year: 79% (220 of 277)
End of Year: 83% (226 of 272)
- 2016-2017**
Beginning of Year: 32% (79 of 247)
Middle of Year: 66% (160 of 244)
End of Year: 78% (188 of 242)
- 2017-2018**
Beginning of Year: 27% (61 of 229)
Middle of Year: 69% (157 of 229)
End of Year: 81% (183 of 227)

- 2018-2019**
Beginning of Year: 34% (85 of 249)
Middle of Year: 64% (157 of 246)
End of Year: 67% (166 of 247)
- 2019-2020**
Beginning of Year: 39% (99 of 257)
Middle of Year: 61% (155 of 256)
End of Year: 0% (0 of 0)
- 2020-2021**
Beginning of Year: 28% (55 of 195)
Middle of Year: 20% (39 of 194)
End of Year: 50% (93 of 185)
- 2021-2022**
Beginning of Year: 31% (68 of 222)
Middle of Year: 46% (103 of 226)
End of Year: 62% (138 of 224)

Grade 1 Data Analysis

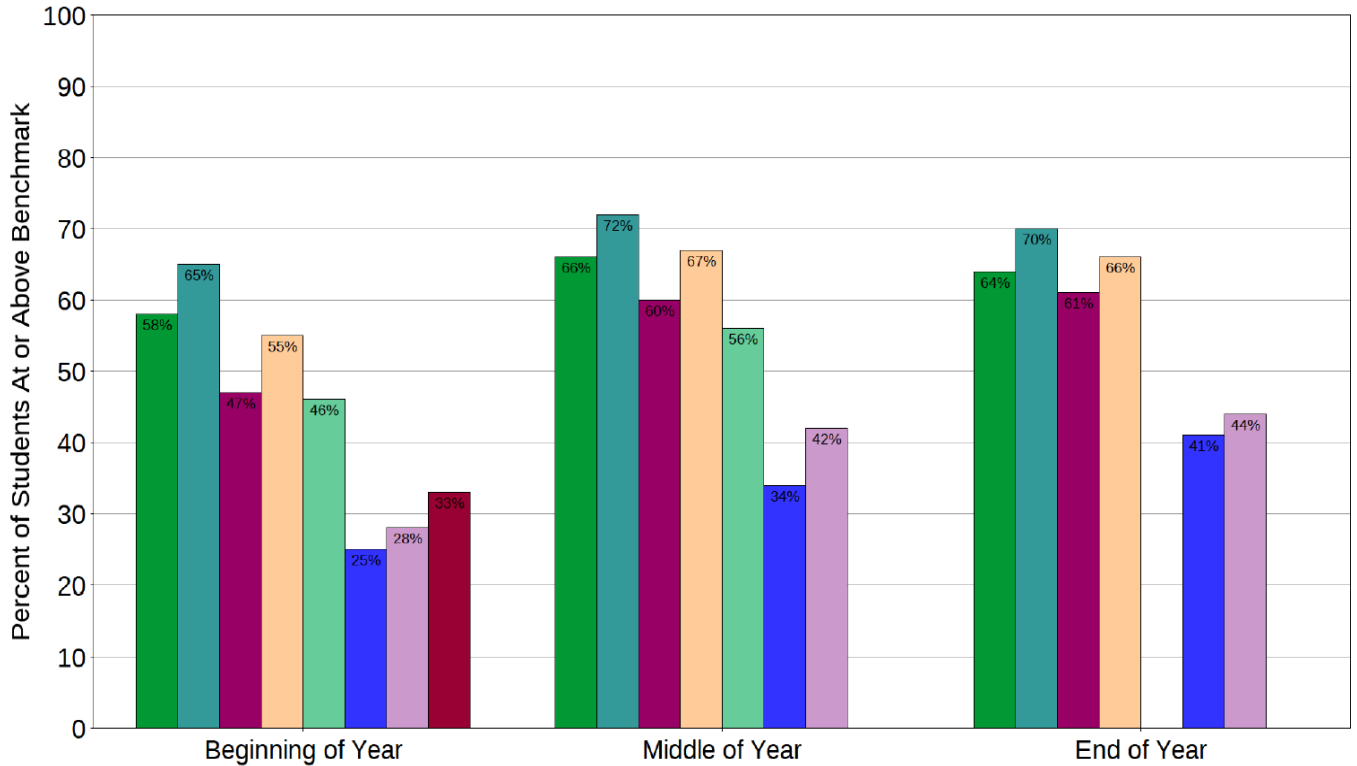
The chart below shows the growth of the reading composite scores for first grade students at Sandusky City Schools for the past seven years. The first four school years below, show growth from the beginning of the school years to the middle of the school years, but did not continue the same amount of growth from the middle of the school years to the end of the school years. The last two school years show significantly lower composite scores throughout the school years as compared to the previous years, although growth is shown in both years. Overall, this data reflects the percentage of students at or above benchmark at the end of year must be improved upon.

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Multi-Year Percent at Benchmark

Acadience Reading

Reading Composite Score



- 2015-2016**
 Beginning of Year: 58% (154 of 265)
 Middle of Year: 66% (170 of 256)
 End of Year: 64% (157 of 247)
- 2016-2017**
 Beginning of Year: 65% (168 of 260)
 Middle of Year: 72% (189 of 261)
 End of Year: 70% (176 of 253)
- 2017-2018**
 Beginning of Year: 47% (109 of 234)
 Middle of Year: 60% (137 of 230)
 End of Year: 61% (137 of 226)
- 2018-2019**
 Beginning of Year: 55% (118 of 215)
 Middle of Year: 67% (141 of 212)
 End of Year: 66% (140 of 211)

- 2019-2020**
 Beginning of Year: 46% (110 of 238)
 Middle of Year: 56% (131 of 234)
 End of Year: 0% (0 of 0)
- 2020-2021**
 Beginning of Year: 25% (60 of 241)
 Middle of Year: 34% (75 of 218)
 End of Year: 41% (91 of 223)
- 2021-2022**
 Beginning of Year: 28% (57 of 202)
 Middle of Year: 42% (81 of 194)
 End of Year: 44% (88 of 198)
- 2022-2023**
 Beginning of Year: 33% (1 of 3)
 Middle of Year: 0% (0 of 0)
 End of Year: 0% (0 of 0)

Grade 2 Data Analysis

Below is a report which shows the reading composite scores for the second grade students at Sandusky City Schools in the last seven years. Throughout the year very little growth is shown from the beginning to the middle of the school years. A slight decrease in growth is shown from the middle of the year to the end of the year. In the past two years this trend of small amounts of growth in the first half of the year and a slight decrease in growth in the

*Section headings marked with an asterisk are required by state law.

second half of the year is also evident. However, the composite growth score is significantly below the previous years.

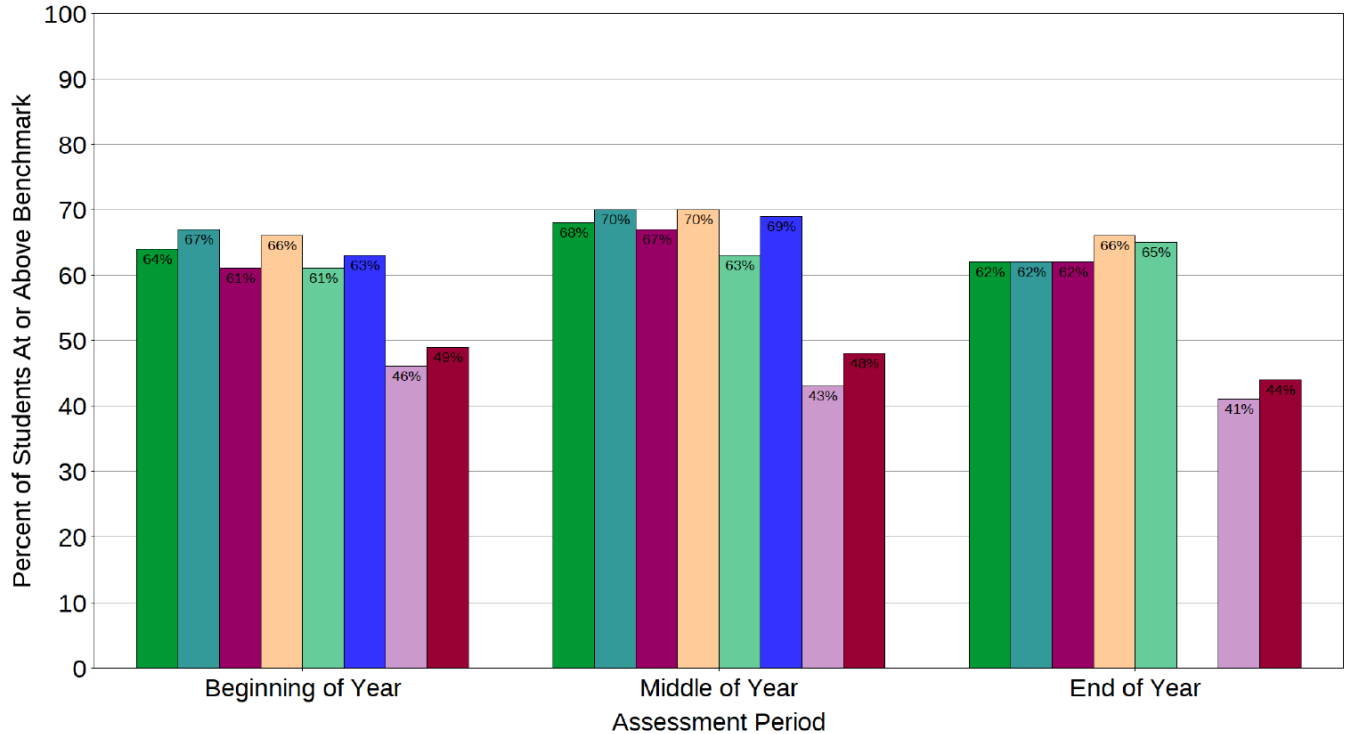
District: Sandusky City Schools
Grade: Second Grade



Multi-Year Percent at Benchmark

Acadience Reading

Reading Composite Score



2014-2015

Beginning of Year: 64% (172 of 270)
Middle of Year: 68% (182 of 268)
End of Year: 62% (163 of 265)

2015-2016

Beginning of Year: 67% (192 of 285)
Middle of Year: 70% (199 of 284)
End of Year: 62% (174 of 279)

2016-2017

Beginning of Year: 61% (148 of 243)
Middle of Year: 67% (157 of 235)
End of Year: 62% (142 of 229)

2017-2018

Beginning of Year: 66% (155 of 236)
Middle of Year: 70% (163 of 232)
End of Year: 66% (155 of 236)

2018-2019

Beginning of Year: 61% (128 of 210)
Middle of Year: 63% (130 of 208)
End of Year: 65% (136 of 209)

2019-2020

Beginning of Year: 63% (133 of 211)
Middle of Year: 69% (142 of 205)
End of Year: 0% (0 of 0)

2020-2021

Beginning of Year: 46% (98 of 215)
Middle of Year: 43% (86 of 200)
End of Year: 41% (82 of 201)

2021-2022

Beginning of Year: 49% (115 of 236)
Middle of Year: 48% (112 of 235)
End of Year: 44% (104 of 237)

Grade 3 Data Analysis

According to the data in the table below, the overall average score on the Ohio State Test for third grade students has steadily increased each year. While a score of 700 is proficient, we are getting closer to that with our spring 2023 overall average score of 692. The trend over the years demonstrates growth in the number of students demonstrating proficiency or better (2021, 26%, 2022, 39%, and 2023, 43%). However this rate of proficiency is too low. Reading information text data as well as reading literary text data shows a decrease in students scoring below

**Section headings marked with an asterisk are required by state law.*

proficient and an increase in students scoring above proficient. Writing followed the same trend although the increase in above proficient increase significantly.

Grade 3 ELA Ohio State Test Trend Data:

Grade 3 Performance Levels	2020-2021 Spring 2021 OST	2021-2022 Spring 2022 OST	2022-2023 Spring 2023 OST
Overall Average Score	676	688	692
%Limited	49%	37%	41%
%Basic	25%	23%	16%
%Proficient	15%	12%	15%
%Accomplished	5%	20%	11%
%Advanced	6%	7%	17%
Reading Informational Text Average Score	n/a	n/a	n/a
%Below Proficient	51%	49%	45%
%Near Proficient	37%	31%	30%
%Above Proficient	13%	20%	25%
Reading Literary Text Average Score	n/a	n/a	n/a
%Below Proficient	60%	41%	48%
%Near Proficient	29%	32%	27%
%Above Proficient	10%	26%	26%
Writing Average Score	n/a	n/a	n/a
%Below Proficient	31%	32%	40%
%Near Proficient	61%	50%	43%
%Above Proficient	8%	18%	17%

According to the data, the overall average score on the Ohio State Test for third grade students has steadily increased each year. While a score of 700 is proficient, we are getting closer to that with our spring 2023 overall average score of 692. Reading information text data as well as reading literary text data shows a decrease in students scoring below proficient and an increase in students scoring above proficient. Writing followed the same trend although the increase in above proficient increase significantly.

***Section headings marked with an asterisk are required by state law.**

The chart below shows the reading composite score for third grade students at Sandusky City Schools. The third grade data is similar to the second grade data in these years. A small amount of growth is evident in the first half of the school year with little, or no growth in the second half of the year. The last two school years also reflect reading composite scores that are significantly below the previous years.

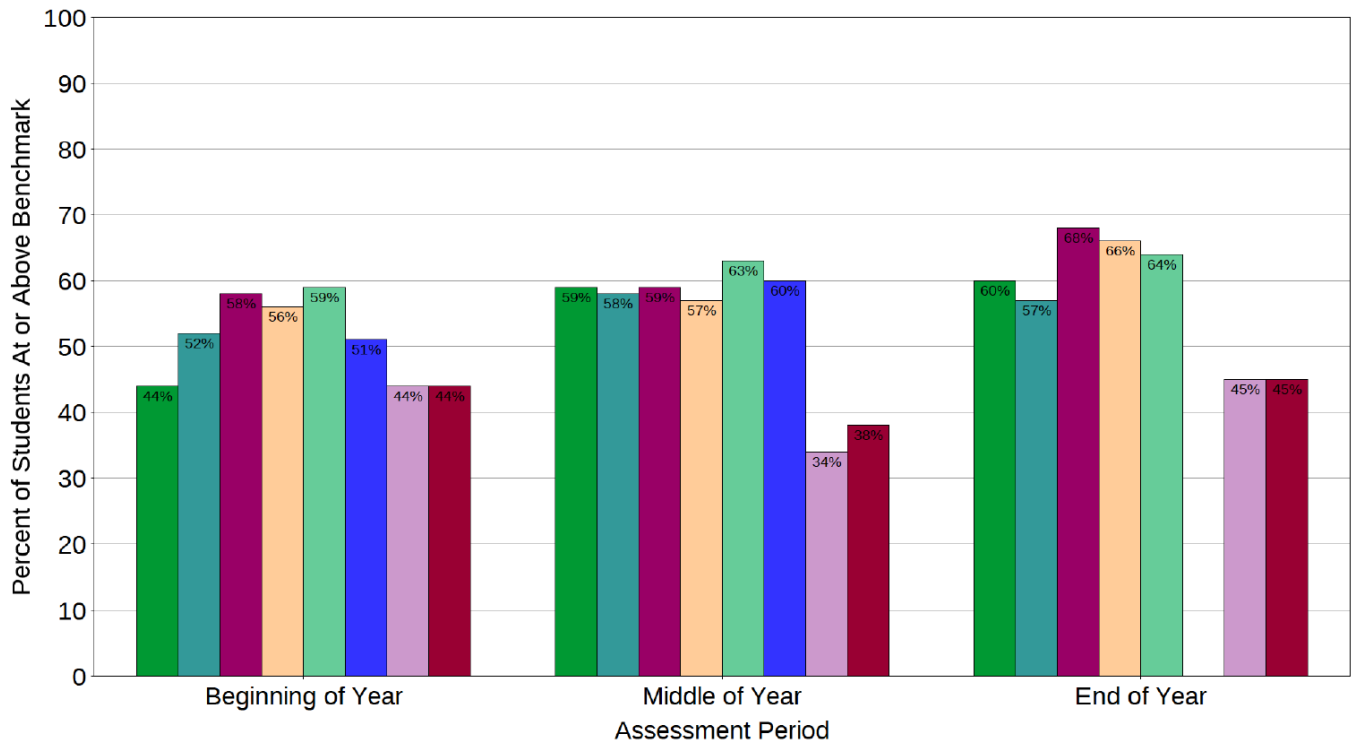
District: Sandusky City Schools
Grade: Third Grade



Multi-Year Percent at Benchmark

Acadience Reading

Reading Composite Score



2014-2015

Beginning of Year: 44% (118 of 269)
Middle of Year: 59% (139 of 237)
End of Year: 60% (157 of 263)

2015-2016

Beginning of Year: 52% (147 of 282)
Middle of Year: 58% (155 of 269)
End of Year: 57% (156 of 274)

2016-2017

Beginning of Year: 58% (168 of 291)
Middle of Year: 59% (169 of 287)
End of Year: 68% (189 of 278)

2017-2018

Beginning of Year: 56% (128 of 228)
Middle of Year: 57% (127 of 222)
End of Year: 66% (145 of 219)

2018-2019

Beginning of Year: 59% (137 of 231)
Middle of Year: 63% (146 of 230)
End of Year: 64% (147 of 230)

2019-2020

Beginning of Year: 51% (109 of 214)
Middle of Year: 60% (131 of 217)
End of Year: 0% (0 of 0)

2020-2021

Beginning of Year: 44% (86 of 195)
Middle of Year: 34% (62 of 183)
End of Year: 45% (79 of 177)

2021-2022

Beginning of Year: 44% (88 of 201)
Middle of Year: 38% (75 of 195)
End of Year: 45% (87 of 192)

Grade 4 Data Analysis

*Section headings marked with an asterisk are required by state law.

In analyzing the table below, the overall average score on the Ohio State Test for fourth grade students has not significantly increased. This was also true when the overall scores were broken down into informative and literary text. Writing followed this same trend, although, the number of above proficient students significantly increased.

Grade 4 ELA Ohio State Test Trend Data:

Grade 4 Performance Levels	2020-2021 Spring 2021 OST	2021-2022 Spring 2022 OST	2022-2023 Spring 2023 OST
Overall Average Score	686	685	689
%Limited	40%	36%	39%
%Basic	22%	21%	21%
%Proficient	16%	23%	17%
%Accomplished	14%	14%	13%
%Advanced	7%	5%	10%
Reading Informational Text Average Score	n/a	n/a	n/a
%Below Proficient	38%	46%	42%
%Near Proficient	41%	39%	36%
%Above Proficient	20%	15%	22%
Reading Literary Text Average Score	n/a	n/a	n/a
%Below Proficient	58%	40%	54%
%Near Proficient	22%	36%	22%
%Above Proficient	19%	24%	24%
Writing Average Score	n/a	n/a	n/a
%Below Proficient	29%	37%	39%
%Near Proficient	36%	31%	14%
%Above Proficient	35%	32%	46%

**Section headings marked with an asterisk are required by state law.*

The report below shows the reading composite score for a small portion of fourth grade students at Sandusky City Schools. Acadience was optional and on average one to two teachers participated. It is fairly safe to say this is a general comparison to the overall group as the percentages mimic third grade scores. Less than 60% of this portion of the population has achieved above the 60% of students reaching benchmark. This is a significant amount of students not demonstrating basic comprehension and reading skills.

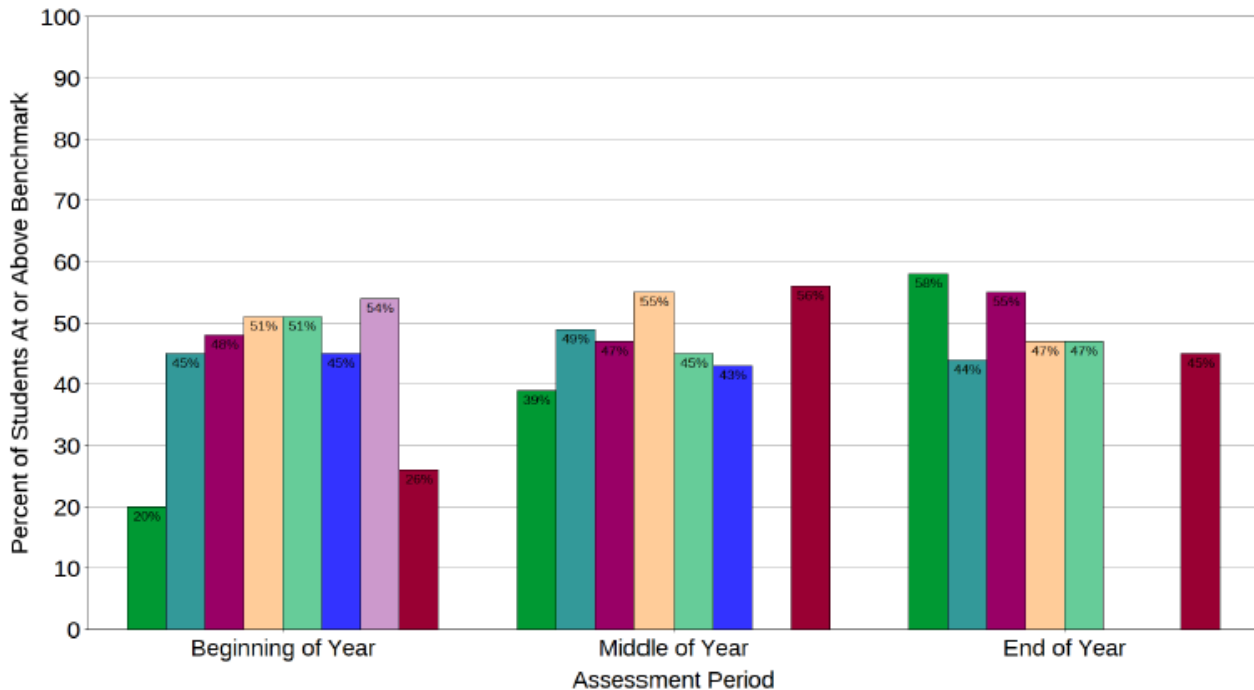
District: Sandusky City Schools
Grade: Fourth Grade



Multi-Year Percent at Benchmark

Acadience Reading K-6

Reading Composite Score



2014-2015

Beginning of Year: 20% (14 of 70)
Middle of Year: 39% (18 of 46)
End of Year: 58% (25 of 43)

2015-2016

Beginning of Year: 45% (80 of 178)
Middle of Year: 49% (83 of 168)
End of Year: 44% (75 of 169)

2016-2017

Beginning of Year: 48% (67 of 141)
Middle of Year: 47% (56 of 119)
End of Year: 55% (48 of 87)

2017-2018

Beginning of Year: 51% (20 of 39)
Middle of Year: 55% (46 of 83)
End of Year: 47% (28 of 59)

2018-2019

Beginning of Year: 51% (38 of 75)
Middle of Year: 45% (33 of 73)
End of Year: 47% (36 of 76)

2019-2020

Beginning of Year: 45% (37 of 82)
Middle of Year: 43% (32 of 74)
End of Year: 0% (0 of 0)

2020-2021

Beginning of Year: 54% (7 of 13)
Middle of Year: 0% (0 of 1)
End of Year: 0% (0 of 0)

2021-2022

Beginning of Year: 26% (8 of 31)
Middle of Year: 56% (5 of 9)
End of Year: 45% (9 of 20)

*Section headings marked with an asterisk are required by state law.

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

<p>FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT (External)</p>	<p>District Action to Address the Factors</p>
<p>Many of our students have suffered severe trauma in their personal lives, especially since we are post pandemic and are entering our classrooms needing emotional support.</p>	<ul style="list-style-type: none"> ● Dessa (Deveraux Student Strengths Assessment - Social Emotional Learning Assessment) ● Hired additional Social Workers ● PAX PBIS Professional Development ● SEL Lessons Tier 1 ● Guidance Lessons
<p>Increased amount of Mental Health Issues among students</p>	<ul style="list-style-type: none"> ● Hired additional Social Workers ● PAX ● PBIS Professional Development ● Partnership with Family Health Services (Firelands based counseling services for all students)
<p>Increased number of homeless and/or housing insecurities among our student population.</p>	<ul style="list-style-type: none"> ● Hired additional Social Workers ● Dedicated resources to providing uniforms and school supplies ● Lack of affordable housing
<p>Lack of meaningful and affordable preschool experiences lead to students coming to kindergarten unprepared with foundational deficits.</p>	<ul style="list-style-type: none"> ● Consolidated preschool classes to one unified building. ● Added Heggerty to the curriculum. ● Added small group time to the school day to extend literacy instruction. ● Use of PELI to benchmark and track growth.
<p>Current poverty rate of our student population is based on 100% Free and Reduced Lunch and 95% disadvantaged.</p>	<ul style="list-style-type: none"> ● Social Workers ● OHGO provides food for the backpack program so students have food over the weekends. ● On site food pantries run by social workers.
<p>Although students are school age, they are developmentally immature.</p>	<ul style="list-style-type: none"> ● PAX training for all Sandusky City School elementary teachers. ● PAX Tools training for counselors and social workers and Implementation ● PBIS training for coaches, TCAS and administration. ● PBIS professional development to all staff within the district.

**Section headings marked with an asterisk are required by state law.*

<p>Students begin their schooling years with a shortage of educational and positive life experiences in which to build background knowledge.</p>	<ul style="list-style-type: none"> ● Adoption of new reading series, CKLA, which promotes building student background knowledge. ● Educational field trips ● Counselors meeting with students ● Summer School options for K-3 remediation.
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<p>FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT (Internal)</p>	<p>District Action to Address the Factors</p>
<p>Outdated K-6 Reading Series</p>	<ul style="list-style-type: none"> ● K-2 New reading series Amplify ● 3-6 New reading series Wonders
<p>Lack of training in The Science of Reading</p>	<ul style="list-style-type: none"> ● Keys to Beginning Reading training in grades K-3 ● Science of Reading modules - Grades K-6
<p>Entry level Title 1 teachers providing intervention to students with high needs</p>	<ul style="list-style-type: none"> ● TCAS- Title One Content Area Specialist replacing entry level title teachers- Positions were interview only, candidates had to provide reading data to show growth along with demonstrating strong instructional strategies.
<p>Lack of understanding on how to use benchmark and progress monitoring data to drive Tier 1 and 2 instruction</p>	<ul style="list-style-type: none"> ● Aligned BFT and TBTs to build the teachers knowledge of the use of data and the OIP process ● All teachers pre-k to 4 trained in mCLASS.
<p>Consistently lower phonics and phonemic awareness scores as indicated by Acadience over the last 7 years</p>	<ul style="list-style-type: none"> ● New reading series that is documented as strong in the foundational skills of reading ● Implementation to UFLI phonics to for grades K-4 ● Implementation to Heggerty pre-k - 1 and as needed for grade 2. ● Creation and implementation of differentiated instructional groups within grade levels K-4 with a focus on discrete reading skills.
<p>High turnover of Curriculum Directors within a 5 year period.</p>	<ul style="list-style-type: none"> ● Streamlined products being used for reading instruction ● Based instruction on the Science of Reading ● Sought intra district candidates to aid with longevity and consistency of the position to help with growth in our curriculum department.

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SECTION 3 PART C: ROOT CAUSE ANALYSIS

SCS Kindergarten through third grade students have had consistently lower reading scores on both diagnostic assessments, district benchmarks and state ELA assessments. In reviewing the Acadience data charts over multiple years, a trend was noticed with phonemic awareness and phonics instruction. Those skills tended to be lower than previous years when a different series was in use. In continuing the evaluation of the data, there was a slight increase in retell skills in third grade than in previous years with the old reading series. Students were entering Kindergarten with minimal reading skills (approximately 25%) and growing but SCS was not reaching the 80% or more of the students on benchmark. First through third grade saw a decrease in overall percentage of students on the Acadience benchmark. Nonsense word fluency and whole words read fell to around 40% on benchmark. By the end of third grade, the students demonstrated a higher retell quality, but overall benchmark scores were also in the 40% range. NWEA Map scores had a slight increase in the vocabulary portion of the Reading assessment. This indicated that the series and instruction supported a sense of story and vocabulary, but not strong with a phonemic awareness and phonics scope and sequence. In examining the problems and data, it was determined that the core series did not provide a systematic and explicit phonemic awareness and phonics instruction scope and sequence. Although it provided diverse stories and enhanced vocabulary instruction, students in grades two through three were experiencing difficulty decoding multisyllabic words, which in turn affected comprehension and writing skills on the OST ELA assessment.

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Overall District Goal: To improve students' reading achievement, the district will invest and commit to training all K-4 staff in the Science of Reading and adopt a new reading series that aligns with the Science of Reading best practices, which include systematic and explicit instruction.

Learner Performance Goals:

Goal 1: Increase the percentage of all preschool (ages 4-5) learners from 41% meeting or exceeding the end of year benchmark to 51% by Spring 2025 as measured by PELI.

Goal 2: Increase the percentage of all learners meeting or exceeding kindergarten benchmark composite score from 25% to 65% or higher by Spring 2025 as measured by mCLASS.

Goal 3: Increase the percentage of all learners meeting or exceeding the first grade and second grade benchmark composite score from 45% to 65% by Spring 2025 as measured by mCLASS.

Goal 4: Increase the percentage of all learners meeting or exceeding proficiency in the third and fourth grade OST ELA from 40% to 60% by Spring 2025.

Adult Implementation Goal:

By May of 2026, 100% of kindergarten through 3rd grade teachers will continue to implement the science of reading knowledge when planning core instruction and differentiated instructional groups using data and the district adopted curriculum.

**Section headings marked with an asterisk are required by state law.*

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map Preschool

To improve students’ reading achievement, the district will invest and commit to training all K-4 staff in the Science of Reading and adopt a new reading series that aligns with the Science of Reading best practices, which include systematic and explicit instruction

Preschool Goal Statement: Increase the percentage of all preschool (ages 4-5) learners from 41% meeting or exceeding the end of year composite benchmark to 51% by Spring 2025 as measured by PELI.

The Action Steps are cumulative by year and build upon actions under Action Step 1.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>Preschool teachers and paraprofessionals will be trained in the science of reading to continue to ensure quality and effective support to meet Step Up to Quality Program requirements.</p> <p>Evidence based instructional strategies based on The Science of Reading will be implemented into tier 1 instruction.</p> <p>Data will be reviewed in TBTs, BFTs and DFTs with the leadership of district coaches and principals. The focus of TBTs will be planning instruction and implementing and monitoring the selected evidence based strategies.</p>	<p>Continued professional development to support Tiers 1 instruction and implementation with monitoring and coaching support.</p> <p>Internalize and implement the science of reading knowledge when planning core instruction and differentiated instructional groups to meet the needs of all students based on current PELI data.</p> <p>With assistance from TCAS and principals, staff will continue to analyze data to determine the effectiveness and identify gaps during TBTs, BFTs.</p>	<p>Develop a systematic approach to providing tier 2 and tier 3 instruction and identification of students</p> <p>Continue to implement science of reading knowledge when planning core instruction and differentiated instructional groups; using trend data to compare previous years mCLASS and PELI data with current school year.</p> <p>With the guidance of TCAS teachers will refine data analysis to address gaps in instruction and plan accordingly during TBTs, BFTs, and DFTs.</p>
Timeline	2023-2024	2024-2025	2025-2026

*Section headings marked with an asterisk are required by state law.

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Mrs. Chris Norwell-Fischer Ms. Kathy Pace Mrs. Dawn Poggiali	Mrs. Chris Norwell-Fischer Ms. Kathy Pace Mrs. Dawn Poggiali	Mrs. Chris Norwell-Fischer Ms. Kathy Pace Mrs. Dawn Poggiali
Resources Needed	Keys to Beginning Reading, Professional Learning, instructional resources and curricula for implementation such as Heggerty and Creative Curriculum ongoing over the next three years.	Professional Learning, materials for program implementation continued.	Professional Learning, materials for program implementation continued.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Using TBTs to explore and create differentiated instructional materials within classes. Additional training in explicit instruction in vocabulary, phonemic awareness, phonics, comprehension ongoing and supported over the next three years.	Continue using TBTs to explore and create differentiated instructional materials within classes. Training and support on explicit effective reading strategies will continue.	Continue using TBTs to explore and create differentiated instructional materials within classes. Training and support on explicit effective reading strategies will continue.
Measure of Success	100% of grade preschool teachers and intervention specialists trained in Keys to Beginning Reading. 100% of grade preschool teachers are participating in Differentiated Instructional Groups. 100% of preschool teachers will actively analyze their PELI data to create differentiated groups within their ELA classes with district coaches modeling and training.	100% of grade preschool teachers and intervention specialists trained in Keys to Beginning Reading. 100% of grade preschool teachers are participating in Differentiated Instructional Groups. 100% of preschool teachers will actively analyze their PELI data to create differentiated groups within their ELA classes with district coaches modeling and training.	100% of grade preschool teachers and intervention specialists trained in Keys to Beginning Reading. 100% of grade preschool teachers are participating in Differentiated Instructional Groups. 100% of preschool teachers will actively analyze their PELI data to create differentiated groups within their ELA classes with district coaches modeling and training.
Description of Funding	Title Funding	Title Funding	Title Funding

***Section headings marked with an asterisk are required by state law.**

	Action Step 1	Action Step 2	Action Step 3
	ESSER General Fund	General Fund	General Fund
Check-in/Review Date	January 2024 May 2024	January 2025 May 2025	January 2026 May 2026

Goal # 2 Action Map Kindergarten

To improve students’ reading achievement, the district will invest and commit to training all K-4 staff in the Science of Reading and adopt a new reading series that aligns with the Science of Reading best practices, which include systematic and explicit instruction.

Kindergarten Goal Statement:

- Increase the percentage of all learners meeting or exceeding kindergarten benchmark composite score from 25% to 65% or higher by Spring 2025 as measured by mCLASS.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>All new teachers including new intervention specialists will be trained in Keys to Beginning Reading.</p> <p>Evidence based instructional strategies based on The Science of Reading will be implemented into tier 1 and tier 2 differentiated instructional groups to service those students who are on a Reading Improvement Monitoring Plan.</p> <p>Data will be reviewed in TBTs, BFTs and DFTs with the leadership of TCAS (Title Content Area Specialist) and principals. The focus of TBTs will be planning instruction and implementing and monitoring the selected</p>	<p>All new teachers including all intervention specialists will be trained in Keys to Beginning Reading.</p> <p>Internalize and implement the science of reading knowledge when planning core instruction and differentiated instructional groups to meet the needs of all students based on current mCLASS & PELI data.</p> <p>With assistance from TCAS and principals, staff will continue to analyze data to determine the effectiveness and identify gaps during TBTs, BFTs.</p>	<p>Continue to train all new teachers including all intervention specialists. Support staff will also be trained in the highlights of the science of reading.</p> <p>Continue to implement science of reading knowledge when planning core instruction and differentiated instructional groups; using trend data to compare previous years mCLASS and PELI data with current school year.</p> <p>With the guidance of TCAS teachers will refine data analysis to address gaps in instruction and plan accordingly during TBTs, BFTs, and DFTs.</p> <p>Teachers will continue to</p>

**Section headings marked with an asterisk are required by state law.*

	Action Step 1	Action Step 2	Action Step 3
	evidence based strategies. Instructional strategies (protocols and processes) within the new ELA curriculum (Amplify CKLA) will be reviewed and implemented in Tier 1 (pedagogy) with all staff	Teachers will refine and develop lessons to address any gaps of instruction in Tier 1 Science of Reading based curriculum using current data.	refine and develop lessons to address any gaps of instruction in Tier 1 Science of Reading based curriculum.
Timeline	2023-2024	2024-2025	2025-2026
Lead Person(s)	Mrs. Chris Norwell-Fischer Ms. Kathy Pace Mrs. Dawn Poggiali Teacher Content Area Specialists (TCAS)	Mrs. Chris Norwell-Fischer Ms. Kathy Pace Mrs. Dawn Poggiali Teacher Content Area Specialists (TCAS)	Mrs. Chris Norwell-Fischer Ms. Kathy Pace Mrs. Dawn Poggiali Teacher Content Area Specialists (TCAS)
Resources Needed	Keys to Beginning Reading, Professional Learning, instructional resources and curricula for implementation such as Heggerty, CKLA (Amplify), UFLI (University of Florida Literacy Institute ongoing over the next three years.	Professional Learning, materials for program implementation ongoing from year 1.	Professional Learning, materials for program implementation ongoing from year 1 and 2.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Using TBTs to explore and create differentiated instructional materials and groups within their ELA class using mCLASS data. Any new teachers will receive instruction from TCAS. Additional training in explicit instruction in vocabulary, phonemic awareness, phonics, fluency, comprehension and	Continue using TBTs to explore and create differentiated instructional materials and groups within their ELA class using mCLASS data. Any new teachers will receive instruction from TCAS. Continued training and support with explicit instructional reading strategies.	Continue using TBTs to explore and create differentiated instructional materials and groups within their ELA class using mCLASS data. Any new teachers will receive instruction from TCAS. Continued training and support with explicit instructional reading strategies.

***Section headings marked with an asterisk are required by state law.**

	Action Step 1	Action Step 2	Action Step 3
	writing ongoing and supported over the next three years.		
Measure of Success	<p>100% of Kindergarten teachers and intervention specialists will complete their training in Keys to Beginning Reading.</p> <p>100% of Kindergarten teachers are participating in Differentiated Instructional Groups.</p> <p>100% of ELA teachers will actively analyze their KRA and mCLASS data to create differentiated groups within their ELA classes with TCAS modeling and training.</p>	<p>100% of Kindergarten teachers and intervention specialists will complete their training in Keys to Beginning Reading.</p> <p>100% of Kindergarten teachers are participating in Differentiated Instructional Groups.</p> <p>100% of ELA teachers will actively analyze their KRA and mCLASS data to create differentiated groups within their ELA classes with TCAS modeling and training.</p>	<p>100% of Kindergarten teachers and intervention specialists will complete their training in Keys to Beginning Reading.</p> <p>100% of Kindergarten teachers are participating in Differentiated Instructional Groups.</p> <p>100% of ELA teachers will actively analyze their KRA and mCLASS data to create differentiated groups within their ELA classes with TCAS modeling and training.</p>
Description of Funding	Title Funding ESSER General Fund	Title Funding General Fund	Title Funding General Fund
Check-in/Review Date	January 2024 May 2024	January 2024 May 2024	January 2024 May 2024

Goal # 3 Action Map First and Second

To improve students' reading achievement, the district will invest and commit to training all K-4 staff in the Science of Reading and adopt a new reading series that aligns with the Science of Reading best practices, which include systematic and explicit instruction.

Grade 1-2 Goal Statement:

- Increase the percentage of all learners meeting or exceeding the first grade and second grade benchmark composite score from 45% to 65% by Spring 2025 as measured by mCLASS.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>All teachers including all intervention specialists will be trained in Keys to Beginning Reading.</p> <p>All teachers implement a new science of reading based curriculum in grades 1-2.</p> <p>Evidence based instructional strategies based on The Science of Reading will be implemented, with the help of TCAS, into tier 1 and tier 2 differentiated instructional groups to service those students who are on a Reading Improvement Monitoring Plan.</p> <p>Explain the NWEA Map projection reports and mCLASS composite scores to all teachers as it aligns to the SMART Goal and coach understanding.</p> <p>Data will be reviewed in TBTs, BFTs and DFTs with the leadership of TCAS (Title Content Area Specialist) and principals. The focus of TBTs will be planning instruction and implementing and monitoring the selected evidence based strategies.</p>	<p>All new teachers including all intervention specialists will be trained in Keys to Beginning Reading.</p> <p>Teachers will refine and develop lessons to address any gaps of instruction which were identified in the Science of Reading based curriculum while using current data.</p> <p>Evidence based instructional strategies based on The Science of Reading will continue to be used in tier 1 and tier 2 differentiated instructional groups to service all students including those on a Reading Improvement and Monitoring Plan.</p> <p>Use NWEA Map projection reports and mCLASS composite scores for data decision making.</p> <p>With assistance from TCAS and principals, staff will continue to analyze data to determine the effectiveness and identify gaps during TBTs, and BFTs.</p>	<p>Continue to train all new teachers including all intervention specialists. Support staff will also be trained in the highlights of the science of reading.</p> <p>Continue to refine and develop lessons to address any gaps of instruction identified in the Science of Reading based curriculum while using current data in all tiers of instruction.</p> <p>Evidence based instructional strategies based on The Science of Reading will be used and refined for tiers 1 and 2 and implemented in tier 3 differentiated instructional groups to service all students including those on a Reading Improvement and Monitoring Plan.</p> <p>Continue to use NWEA Map projection reports and mCLASS composite scores for data decision making and become comfortable with aligning this data to core series assessments as well.</p> <p>With the guidance of TCAS, teachers will refine data analysis to address gaps in instruction and plan accordingly during TBTs, BFTs, and DFTs</p>
Timeline	2023	2024	2025

***Section headings marked with an asterisk are required by state law.**

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Mrs. Chris Norwell-Fischer Mrs. Dawn Poggiali Mr. Eric Johnston Teacher Content Area Specialists (TCAS)	Mrs. Chris Norwell-Fischer Mrs. Dawn Poggiali Mr. Eric Johnston Teacher Content Area Specialists (TCAS)	Mrs. Chris Norwell-Fischer Mrs. Dawn Poggiali Mr. Eric Johnston Teacher Content Area Specialists (TCAS)
Resources Needed	mCLASS data MAP Data Keys to Beginning Reading, Professional Learning, instructional resources and curricula for implementation such as Heggerty, CKLA (Amplify), UFLI (University of Florida Literacy Institute ongoing over the next three years.	mCLASS data MAP Data Professional Learning, materials for program implementation ongoing from year 1.	mCLASS data MAP Data Professional Learning, materials for program implementation ongoing from year 1 and 2.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Using TBTs to explore and create differentiated instructional materials and groups within their ELA class using MAP or mCLASS data. Additional training in explicit instruction in vocabulary, phonemic awareness, phonics, fluency, comprehension and writing ongoing and supported over the next three years.	Using TBTs to explore and create differentiated instructional materials and groups within their ELA class using MAP and mCLASS data. Continued training and support with explicit instructional reading strategies. Any new teachers to the building will receive instruction from TCAS	Using TBTs to explore and create differentiated instructional materials and groups within their ELA class using MAP and mCLASS data. Continued training and support with explicit instructional reading strategies. Any new teachers to the building will receive instruction from TCAS
Measure of Success	100% of 1st and 2nd grade teachers and intervention specialists will complete the	100% of 1st and 2nd grade teachers including those new to the grade level along with intervention specialists will complete and implement	100% of 1st and 2nd grade teachers including those new to the grade level along with intervention specialists will complete and implement

***Section headings marked with an asterisk are required by state law.**

	Action Step 1	Action Step 2	Action Step 3
	<p>Keys to Beginning Reading training.</p> <p>100% of 1st and 2nd grade teachers are participating in Differentiated Instructional Groups.</p> <p>100% of 1st and 2nd grade teachers will actively analyze their MAP and mCLASS data to create differentiated groups within their DIG IT time with TCAS modeling and training.</p>	<p>the Keys to Beginning Reading training.</p> <p>100% of 1st and 2nd grade teachers are planning and participating in Differentiated Instructional Groups.</p> <p>100% of 1st and 2nd grade teachers will actively analyze their MAP and mCLASS data to create differentiated groups within their DIG IT time with TCAS modeling and training.</p>	<p>the Keys to Beginning Reading training.</p> <p>100% of 1st and 2nd grade teachers are planning and participating in Differentiated Instructional Groups.</p> <p>100% of 1st and 2nd grade teachers will actively analyze their MAP and mCLASS data to create differentiated groups within their DIG IT time with TCAS assistance as needed.</p>
Description of Funding	<p>Title Funding</p> <p>ESSER</p> <p>General Fund</p>	<p>Title Funding</p> <p>General Fund</p>	<p>Title Funding</p> <p>General Fund</p>
Check-in/Review Date	<p>January 2024</p> <p>May 2024</p>	<p>January 2025</p> <p>May 2025</p>	<p>January 2026</p> <p>May 2026</p>

Goal # 4 Action Map Third and Fourth

To improve students' reading achievement, the district will invest and commit to training all K-4 staff in the Science of Reading and adopt a new reading series that aligns with the Science of Reading best practices, which include systematic and explicit instruction.

Grades 3-4 Goal Statement:

- Increase the percentage of all learners meeting or exceeding proficiency in the third and fourth grade OST ELA from 40% to 60% by Spring 2025.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>Explain the NWEA Map projection reports and mCLASS composite scores to all teachers as it aligns to the</p>	<p>Guided support of teacher use of NWEA Map projection reports and mCLASS composite scores for data</p>	<p>Continued support and training for teachers to use NWEA Map projection reports and mCLASS</p>

**Section headings marked with an asterisk are required by state law.*

	Action Step 1	Action Step 2	Action Step 3
	<p>SMART Goal and coach understanding.</p> <p>PD and teacher training on Tiers 1 & 2 classroom instruction and expectations at each level with implementation monitoring and coaching support in order to address students on RIMPs for grades 3-5</p> <p>Ensuring all classes are using evidence based instructional strategies based on The Science of Reading using the district ELA curriculum with fidelity as evidenced by Progress Monitoring Tool Data.</p> <p>Teachers will utilize previous school year data to refine and develop lessons to address any gaps of instruction which were identified in The Science of Reading based curriculum.</p> <p>Data (mCLASS, MAP, OST) will be reviewed in TBTs, BFTs and DFTs with the leadership of TCAS (Title Content Area Specialist) and principals. The focus of TBTs will be to train teachers how to develop instruction using current student data in order to foster growth in ELA for all</p>	<p>decision making in the classroom.</p> <p>PD and teacher training on Tiers 1 & 2 classroom instruction and expectations at each level with implementation monitoring and coaching support in order to address students on RIMPs for grades 3-6. Introduce and explore tier 3 instructional practices.</p> <p>Support for teachers struggling with using evidence based instructional strategies based on The Science of Reading using the district ELA curriculum with fidelity as evidenced by Progress Monitoring Tool Data.</p> <p>Teachers will continue to refine and develop lessons using the OIP process framework to address instructional gaps identified in The Science of Reading curriculum.</p> <p>With assistance from TCAS and principals, teachers will continue to analyze current data to determine the effectiveness of their instruction and make necessary changes using the OIP process and collaborating with grade level TBT members.</p>	<p>composite scores for data decision making for each individual student.</p> <p>Exam trend data to determine areas of strength and refinement from the new series. This data will be used to supplement as needed in all tiers of instruction. The coaches and TCAS will continue to support and provide training for teachers struggling to implement Tiers 1 & 2 classroom instruction. Those students on RIMPS in grades 3-6 will receive differentiated training based upon individualized NWEA Map and mCLASS results.</p> <p>Intervention re-training/PD support for teachers struggling with using evidence-based instructional strategies based on The Science of Reading using the district ELA curriculum with fidelity as evidenced by Progress Monitoring Tool Data.</p> <p>Teachers will develop lessons using the OIP process framework to address instructional gaps identified in The Science of Reading curriculum.</p> <p>Teachers will continue to analyze current data independently to determine</p>

***Section headings marked with an asterisk are required by state law.**

	Action Step 1	Action Step 2	Action Step 3
	<p>students.</p> <p>Training of grade 3-4 teachers in Keys to Beginning Reading. Including any new third grade teacher or intervention specialist.</p>	<p>Training of grade 4-5 teachers and any new grades 3-4 teachers and intervention specialists in Keys to Beginning Reading.</p>	<p>the effectiveness of their instruction. TBTs will be used to make necessary changes in instruction using the OIP process and collaborating with grade level TBT members.</p> <p>Training of grade 5-6 teachers and any new grade 3-5 and intervention specialists in Keys to Beginning Read.</p>
Timeline	2023-2024	2024-2025	2025-2026
Lead Person(s)	<p>Mrs. Chris Norwell-Fischer</p> <p>Mrs. Dawn Poggiali</p> <p>Mrs. Julie Lazarra</p> <p>Mr. Brent Mailard</p> <p>Mrs. Rebecca Romano</p> <p>TCAS Members</p>	<p>Mrs. Chris Norwell-Fischer</p> <p>Mrs. Dawn Poggiali</p> <p>Mrs. Julie Lazarra</p> <p>Mr. Brent Mailard</p> <p>Mrs. Rebecca Romano</p> <p>TCAS Members</p>	<p>Mrs. Chris Norwell-Fischer</p> <p>Mrs. Dawn Poggiali</p> <p>Mrs. Julie Lazarra</p> <p>Mr. Brent Mailard</p> <p>Mrs. Rebecca Romano</p> <p>TCAS Members</p>
Resources Needed	<p>NWEA MAP data reports</p> <p>mCLASS data</p> <p>Keys to Beginning Reading, Professional Learning, instructional resources and curricula for implementation such as Heggerty, Wonders, UFLI (University of Florida Literacy Institute ongoing over the next three years.</p>	<p>NWEA MAP data reports</p> <p>mCLASS data</p> <p>Professional Learning, materials for program implementation ongoing from year 1.</p>	<p>NWEA MAP data reports</p> <p>mCLASS data</p> <p>Professional Learning, materials for program implementation ongoing from year 1 and 2.</p>
Specifics of Implementation (Professional development,	Instructing and modeling teachers in analyzing their	Assist teachers as they analyze their ELA MAP data	Support teachers as needed as they analyze their ELA

***Section headings marked with an asterisk are required by state law.**

	Action Step 1	Action Step 2	Action Step 3
training, coaching, system structures, implementation support and leadership structures)	<p>ELA MAP data and projections to create tier 1 and tier 2 instruction in their classroom.</p> <p>Instruction and training in UFLI Phonics (University of Florida Literacy Instruction) , mCLASS, creating and implementing differentiated instructional groups within grade levels 3 and 4, training in the Science of Reading.</p> <p>Using TBTs to explore and create differentiated instructional materials and groups within their ELA class using MAP, STAR or mCLASS data.</p> <p>Additional training in explicit instruction in vocabulary, phonemic awareness, phonics, fluency, comprehension and writing ongoing and supported over the next three years.</p>	<p>and projections to create tier 1 and tier 2 instruction in their classroom.</p> <p>Any new teachers to the building will receive instruction from TCAS</p> <p>Instruction and training in UFLI Phonics (University of Florida Literacy Instruction) , mCLASS, creating and implementing differentiated instructional groups within grade level 5, training in the Science of Reading.</p> <p>Using TBTs to support ELA teachers in creating differentiated instructional materials and instructional groups within their ELA classes using MAP, STAR, or mCLASS data.</p> <p>Continued training and support with explicit instructional reading strategies.</p>	<p>MAP data and projections to create their 1 and tier 2 instruction in their classroom.</p> <p>Any new teachers to the building will receive instruction from TCAS.</p> <p>instruction and training in UFLI Phonics (University of Florida Literacy Instruction) , mCLASS, creating and implementing differentiated instructional groups within grade level 6, training in the Science of Reading.</p> <p>Using TBTs to support ELA teachers in improving differentiated instructional materials and instructional groups within their ELA classes using MAP, STAR, or mCLASS data.</p> <p>Continued training and support with explicit instructional reading strategies.</p>
Measure of Success	<p>100% of grade 3 teachers and intervention specialists trained in Keys to Beginning Reading.</p> <p>100% of grade 3 teachers are participating in</p>	<p>100% of grade 3-4 teachers and intervention specialists will be trained in Keys to Beginning Reading.</p> <p>100% of grade 3-4 teachers are participating in</p>	<p>100% of grades 3-6 teachers and intervention specialists trained in Keys to Beginning Reading.In.</p> <p>100% of grade 3-6 ELA teachers are participating in</p>

***Section headings marked with an asterisk are required by state law.**

	Action Step 1	Action Step 2	Action Step 3
	<p>Differentiated Instructional Groups.</p> <p>100% of ELA teachers will actively analyze their MAP, STAR, and mCLASS data to create differentiated groups within their ELA classes with TCAS modeling and training.</p>	<p>Differentiated Instructional Groups.</p> <p>100% of ELA teachers will actively analyze their MAP, STAR, and mCLASS data to create differentiated groups within their ELA classes and develop instructional materials to meet their needs with TCAS instruction.</p>	<p>Differentiated Instructional Groups.</p> <p>100% of ELA teachers will actively analyze their MAP, STAR, and mCLASS data to create differentiated groups within their ELA classes and develop instructional materials to meet their needs with TCAS support.</p>
Description of Funding	<p>ESSER</p> <p>General Fund</p> <p>Title</p>	<p>General Fund</p> <p>Title</p>	<p>General Fund</p> <p>Title</p>
Check-in/Review Date	<p>January 2024</p> <p>May 2024</p>	<p>January 2025</p> <p>May 2025</p>	<p>January 2026</p> <p>May 2026</p>

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Describe the process for monitoring the progress and implementation of the plan's strategies.

A successful school wide literacy program will require consistent progress monitoring among all levels of district staff. This communication between administration and classrooms will work both ways in a constant ebb and flow pattern. The knowledge gained from this constant communication will lead to positive academic conversations on instructional design, achievement and allocation of resources. Currently, we are using mCLASS for student progress monitoring in grades K-3. This change in the DIBELS platform will allow us to instantly access student scores and suggested focus areas for differentiated instruction. Students scoring as "intensive" are progress monitored bi-weekly (or every 10 days of instruction, and students scoring as "strategic" are progress monitored monthly. Benchmarking and data review of all K-3 students will take place at the beginning, middle and end of the school year.

Further monitoring and data driven decisions will be a team based effort. District administration, principals, Title One Content Area Specialists (TCAS), and classroom teachers will be monitoring the progress and implementation through the use of walk-through data and progress monitoring data. This data will be used as a baseline for our instructional and academic needs but also our professional development needs. These professional development needs may be addressed at the district, building or even grade level. The use of the District Focus Team (DFT), Building Focus Team (BFT) and Teacher Focus Team (TBT) will allow the different needs to be addressed in different contexts. The progress monitoring data collection will also be a driving force in the District One Plan monitoring.

***Section headings marked with an asterisk are required by state law.**

Other implementation data will include completion certificates for the “Keys to Literacy” science of reading training, surveys, and progress monitoring data.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

The district has adopted Science of Reading based curriculums to be used in grades kindergarten through 6th grade core instruction. This curriculum will be monitored to ensure it aligns with the Department of Education and Workforce Approved list when it is released. Future curriculum, instructional materials, and interventions will be selected from the Ohio Department of Education and Workforce Approved List(s).

Tier 1 core instruction includes 120 minutes daily of a structured literacy block. During this time, teachers use the district approved curriculum aligned with the science of reading, using evidenced based practices, to provide high quality instruction with fidelity to students in grades K-3. During this time, all five components of reading, phonemic awareness, phonics, fluency, vocabulary and comprehension are addressed through the “I Do, We Do, You Do” model of instruction. Differentiation happens for all students during the “You Do” component of instruction.

As a district, we are expanding the opportunities of a more individualized educational pathway for students based on data as compared to previous years. Supplementary to our Tier 1 core instruction, Teacher Content Area Specialists (TCAS) along with a district reading coach have developed a systematic approach of using data to differentiate instruction for all learners. Each grade, kindergarten through 3, has time each day for grade level teachers, intervention specialists, and TCAS to provide Differentiated Instructional Groups (DIG It!) which is our Tier 2 instruction. This provides more opportunities for those students on Reading Improvement Monitoring Plans to learn in a small group setting. It also provides instructional materials for slightly below, on, or above learners within our school district. All instructional materials are utilizing SOR. Reading Improvement and Monitoring Plans will be created, monitored and continued for students that qualify and will continue until the student is meeting grade level proficiency.

****Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.**

****Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department’s approved lists. The RIMP continues throughout the student’s K-12 academic career until the student is reading on grade level.**

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

***Section headings marked with an asterisk are required by state law.**

Sandusky City Schools has developed a plan for all learners to achieve reading proficiency by using research based instructional strategies and curriculum based on the Science of Reading. Teachers in grades preschool through 4, including intervention specialists, will be receiving Keys to Beginning Reading professional development. Keys to Beginning Reading allows teachers to learn evidence-based instructional practices for teaching foundational reading skills that are aligned with the science of reading. This course provides the background knowledge needed to teach all the components of beginning reading instruction. *Keys to Beginning Reading* is an accredited teacher training program by the International Dyslexia Association (IDA). Educators seeking to prepare to earn IDA's **CERI** certification and take the **KPEERI** exam The **Knowledge and Practice Examination for Effective Reading Instruction** (KPEERI), measures an educator's knowledge of the principles and practices of Structured Literacy. This training will also allow teachers to use these research backed teaching methods in all tiers of instruction.

Student data will drive the student literacy needs and instructional evidence-based strategies (see section 7 and Appendix A). Collection of data and data reviewed by each teacher to inform instruction for each student will be essential in the teaching and learning cycle. Vertical alignment of literacy skills over multiple years and content areas will be assured through data analysis in TBTs, BFTs, and DFTs, per our OIP protocols. Ongoing, professional learning development utilizing district and program trainers will occur, layering training programs such as Keys to Beginning Reading and researched-based results, refining teaching of processes and content in the area of Science of Reading.

The Sandusky City Schools Instructional Leadership Team is staff that has direct contact with teachers on a daily basis. Academic Services staff members (Implementation Specialists and Teaching & Learning Coordinators) are designed to be an extra layer of support for teachers, in a non-evaluative manner, to improve instruction for students. Training of programs and securing materials is only the first step in the delivery of professional development. This year, SCS increased the number of Title Content Area Teachers after redesigning the Title delivery model in our district. This additional daily support for both teachers and students will be joined by a part-time Ohio Reads Coach. The Ohio Reads Coach will provide specific support for the new reading series at the primary level.

Services provide ongoing, job-embedded co-teaching and coaching to support teachers within their instructional day, in their classrooms. This is customized for each teacher in the same way that we individualize instruction for each student in our classrooms. The instructional leadership team gathers data related to instructional questions, successes, and areas of focus as a pulse of instruction in our district. Collaboration opportunities are created by curriculum coaches through TBTs to provide support to teachers throughout the year. Professional learning opportunities are provided before, during, and after a new implementation. We circle back around to refresher courses for programs that may have been in place for some time to ensure that fidelity and research-based outcomes are ensured.

Curriculum maps are utilized to provide the continuity of instruction between grade levels and across all of our schools in Sandusky. Exemplars and rubrics will be used to ensure consistency and to hold students to high standards. Knowing we can always refine our efforts, we capitalize on our Sandusky City Schools District One Plan, to help guide our instruction and implementation of services for the next three years. Amplify CKLA, Heggerty, (UFLI) University of Florida Literacy Institute, Tier 2 McGraw Hill Wonders, and Wilson Foundations will be used with a targeted subset of our student population needing intervention to achieve reading goals. Formative assessment data from mCLASS benchmark and progress monitoring will be monitored to achieve student literacy growth and ensure effective adult implementation. We are also implementing the guidelines from the Ohio Dyslexia Guidebook to assess students who are not showing sufficient growth after literacy interventions and continued data points. Parent engagement occurs throughout the year to ensure a connected effort between home and school to help students succeed.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

**Section headings marked with an asterisk are required by state law.*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

****Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.**

****Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.**

Dyslexia Training

Our district chose Keys to Literacy to meet the state mandated dyslexia training for staff. In this training, teachers learn evidence-based instructional practices for teaching foundational reading skills that are aligned with the science of reading. This practical course provides the background knowledge needed to teach all the components of beginning reading instruction. The instructional practices are designed to easily transfer to classroom lessons and can be integrated with any reading curriculum or published reading program. The course is tightly aligned with state literacy standards.

Sandusky City Schools developed cohorts in order to train teachers. Cohort 1 began in 2021 and Cohort 4 will have all dyslexia training completed by June 12, 2024. After June 12, 2024 all kindergarten- third grade teachers and K-6 intervention specialists will have their dyslexia certificates from Keys to Literacy. After completing all 11 modules in Keys to Beginning Reading, Sandusky teachers will have met the requirements for dyslexia training.

The district will also address professional development to support literacy through other avenues of training as well. The Kindergarten through second grade teachers will continue to receive onsite coaching and training on Amplify through their professional development department. Third grade through sixth grade teachers will receive onsite and virtual curriculum training from the Wonders professional development team. This support will continue for the first two years of the series and then the SCS reading coach will begin to facilitate new teacher and refresher training on the series adoptions. All teachers Kindergarten through sixth grade will also continue to receive onsite and virtual training on using the mCLASS reading assessment. This will be formally conducted by mCLASS for two years and then transition to the SCS reading coach. SCS Kindergarten through 6th grade staff will be trained to use the UFLI Foundations program for implementation of tiered phonics support. SCS teachers will be participating in training on sound walls vs. "word walls", Heggerty supplemental phonemic awareness training, and Renaissance Place Accelerated Reading training for those students in the upper elementary that have demonstrated sufficient fluency to comprehend larger texts. NWEA Map training for both administration of the testing platform and comprehending reports will be offered to new staff and those needing refresher courses. Finally, the district will also participate in Positive Behavioral Intervention Supports training and Cultural Equity to ensure all students are actively engaged and given a high quality education.

***Section headings marked with an asterisk are required by state law.**

APPENDICES

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.